U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12LA5

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Ms. Sabrina Brown

Official School Name: Oak Park Microsociety Elementary School

School Mailing Address: 4941 McDaniel Drive
Shreveport, LA 71109-6621

County: Caddo Parish State School Code Number*: 009046

Telephone: (318) 635-2141 E-mail: sbrown@caddo.k12.la.us

Fax: (318) 635-3055 Web site/URL: http://oakpark.caddo.k12.la.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Gerald Dawkins Superintendent e-mail: GDDAWKINS@caddo.k12.la.us

District Name: Caddo Parish Schools District Phone: (318) 603-6300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Steve Riall

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12LA5

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 42 Elementary schools (includes K-8)
   - 13 Middle/Junior high schools
   - 12 High schools
   - 0 K-12 schools
   - 67 Total schools in district
2. District per-pupil expenditure: 12125

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	11	7	18		6	17	23	40
K	33	33	66		7	0	0	0
1	43	31	74		8	0	0	0
2	45	30	75		9	0	0	0
3	34	28	62		10	0	0	0
4	24	24	48		11	0	0	0
5	20	19	39		12	0	0	0
					Total in Applying School:			422

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
0	% Asian
99	% Black or African American
0	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
1	% White
0	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 27%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	55
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	57
(3)	Total of all transferred students [sum of rows (1) and (2)].	112
(4)	Total number of students in the school as of October 1, 2010	415
(5)	Total transferred students in row (3) divided by total students in row (4).	0.27
(6)	Amount in row (5) multiplied by 100.	27

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 97%

Total number of students who qualify: 412

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 17%

Total number of students served: 26

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	1	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	2	Specific Learning Disability
1	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	16	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	20	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	11	0
Paraprofessionals	6	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	12	0
Total number	52	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	95%	94%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Oak Park MicroSociety Elementary School (OPMSES) opened in 1956 and is an urban Pre/K- 5th grade Title I neighborhood school in Shreveport, Louisiana with traditional values. For example, the school and church are the focus of the community. In 2004, OPMSES was declared "Academically Unacceptable" by the state and forced to offer School Choice to all of the students. The school's state performance score fell to an all-time low of 51.5. Only 24.5% of the students were at the "proficient" level in English/Language Arts. The district realized that significant changes needed to occur in order for OPMSES to improve its performance score.

By the end of the 2006-2007 school year, the school was under new leadership. The new principal was enrolled in the Turnaround Specialist Program at the University of Virginia. This program has a proven track record for training young administrators and giving them the tools they need to make significant changes in poorly performing schools. By the spring of 2008, OPMSES showed significant gains which were the highest in the parish. This was a big milestone for the school. The motto was changed to "We're on the Right Track." The percentage of students scoring at "proficient" on the state's high-stakes exams more than tripled. Because of the high increases in every area, the school no longer fell under state sanctions.

Helping more students pass the state test has been accomplished by school written "prescriptions"- individualized learning plans for each student. Benchmark assessments were also given and currently being given now. These ELA and Math test are specifically aligned to state's grade level expectations (GLEs) and state assessments. After each benchmark assessment, each student's score is analyzed and compared to the previous score. Teachers know exactly what GLEs are missed and what interventions each student needs to be successful. This knowledge helps teachers individualize instruction for each student.

Another strength of the school is its MicroSociety philosophy. In the fall of 2009, the school's name changed to Oak Park MicroSociety Elementary. MicroSociety is a nationally recognized reform model that provides real-world context for rigorous academic learning. Traditional academic subjects are studied then applied "on the job" during program activities. OPMSES students have created a microcosm of the real world inside the school. Each student has a role in running that world. Young entrepreneurs produce goods and services. Elected officials establish laws. Crime-stoppers earn wages paid in the school's "Micro" currency. The students invest in product ideas, deposit and borrow money from "Micro banks", and pay taxes, tuition and rent. Classroom connections are made throughout the day. The community has rallied behind this philosophy and vision for the school. They sponsor segments of the MicroSociety (ex: The local banks have given money and support for Oak Park's bank on campus.).

The stakeholders take pride in their neighborhood school and that pride led to determination. At community meetings the faculty and staff constantly expound on the vision and the necessary expectations to realize that vision. The vision of every student reading and computing on grade level took awhile to cement itself into the minds of the stakeholders, but once it did, the results were evident.

The attitudes, beliefs, and values of all the stakeholders have changed. It can be heard in the parents' voices as they talk about the school, seen in the classrooms as the teachers individualize instruction to meet the needs of each student, felt in the hugs from the children who are proud to go to OPMSES. The "heart "of the school is pumping with vigor. Due to the positive image developed throughout the community, parents are more involved. The PTA has reemerged. Media coverage of field trips, activities, special projects, and awards has created an interest from other area schools and school districts. This interest has led to visits from other school principals, teachers, central office staff, state legislators, and business leaders to view the programs at hand.

OPMSES is worthy of Blue Ribbon status because it was recognized as being the “most improved school” in the district and the “most improved” elementary school in the state of Louisiana in the fall of 2009. The Alliance for Education recognized OPMSES with its Path to Excellence Award recognizing the school’s increased achievement in the fall of 2008, 2009, and 2010. The staff was also recognized for the outstanding growth in the school performance score as a reflection of the commitment, dedication, hard work, and willingness to put the needs of children ahead of the needs of adults. OPMSES’s performance score is 105.3. ***The Shreveport Times*** has named the school “A Model for Student Achievement”. The teachers, students, and the community are once again proud of their neighborhood school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The five achievement levels a student can earn on the LEAP (4th Grade) and iLEAP (3rd, 5th) high stakes assessments are *Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory*.
A student at the "Advanced" level has demonstrated superior performance beyond the level of mastery. A student at the "Mastery" level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling. A student at the "Basic" level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling. A student at the "Approaching Basic" level has only partially demonstrated the fundamental knowledge and skills needed for the next level. A student at the "Unsatisfactory" level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Our students with cognitive and persistent academic difficulties take the LEAP Alternate Assessment, Level (LAA 1) or Level 2 (LAA 2). The achievement levels for LAA1 are *Exceeds Standards, Meets Standards, and Working Toward Standards.* The LAA 2 achievement levels are *Basic, Approaching Basic, Foundational, and Pre-foundational.* At Oak Park, we strive for all of our students to score "Basic or above" in all areas on the standardized test.

Ninety-seven percent of our students at Oak Park MicroSociety Elementary School (OPMSES) receive free/reduced lunch. The majority of our students are of the African-American ethnic group. Because of these factors, our overall school data, based on high stakes assessments, and our subgroup testing data are very similar in numbers and percentages. During the past five years, other subgroups at OPMSES have included White, Hispanic, and American Indian, with each one of those subgroups having 5 or fewer students in a given school year. In the past five years, we haven't had any students alternatively assessed in third grade; seven in the fourth grade, and only one in the fifth grade. Other than 2009 testing year, the percentage of students scoring "proficient or above," which is *Basic, Mastery, and Advanced* in our state's achievement levels on the ILEAP- increased each year. In 2008, the third graders had six percent of their students score "Advanced" in ELA, which is the highest achievement level and the most in that particular category during the five-year span. In 2011, the third graders had 10% of their students score "Advanced" in math, which was the most in that particular category during the five-year span.
The fourth grade data has shown significant growth during the five-year period. In 2010, the fourth graders really soared with 96% of students scoring "Basic or above" in ELA with 6% at an "Advanced" level. Math scores showed 98% on grade level or above in math, with 18% scoring "Advanced." Last year's data showed a drop from the previous year, but still 87% of the fourth grade students at OPMSES were performing at grade level or above in ELA and 79% in Math. Fifth grade has also shown dynamic growth during the five-year period. In 2007, only 10% of fifth graders were performing on grade level or above in ELA. By 2010, 82% of OPMSES fifth graders were performing at the "Basic or above" achievement levels. In 2010, nearly the entire fifth grade class performed on grade level with 99% of them achieving "Basic or above" on the ILEAP high stakes assessment. Last school year, 11% of our fifth grade population scored "Advanced" on the ILEAP Mathematics assessment.

OPMSES has shown constant gains when it comes to excelling academically but the testing year of 2010 proved to be the year of greatest success due to several reasons. First, Oak Park was redesigned to have an extended day where our students went to school from 8:00 AM to 4:00 PM. A MicroSociety component was integrated into the school day. Also, 80% of the faculty and staff were new to the school, in that the principal had to re-staff the entire school after the redesign. The principal chose the staff carefully, looking for educators that were highly qualified to teach their area of expertise, dedicated to the students and the school, and determined to make a positive difference by going above and beyond the call of duty. A review of ethnic groups data shows no more than two students represented each ethnic subgroup that tested, other than African-American. Because that the population in the other subgroups was so small, the numbers show a gap, but overall, those students performed on nearly the same level as the rest of the

students. At OPMSES, we believe in teaching the whole child and not allowing their struggles to dictate the quality of instruction we provide to them. State of the art, effective, and engaging instruction is our remedy to servicing a struggling student.

2. Using Assessment Results:

Oak Park MicroSociety Elementary School (OPMSES) is a data-driven learning community where all instructional decisions are made by assessing our students, using different strategies, techniques, and assessment tools. Our school has implemented a high stakes testing benchmark assessment that is designed on the same model as the Louisiana Educational Assessment Program (LEAP and iLEAP Tests). These assessments are our ultimate determinants of data driven instruction at our school. They are written 50% on grade-level and 50% above grade level. Released test items and other high stakes test prep materials are used to create the benchmark assessments. All students at OPMSES, first through fifth grade, take this benchmark assessment three times a school year: fall, winter, and spring. Once these benchmark assessments are completed, several reports are utilized to break down and record the data. A detailed item analysis report is created for every student highlighting their performance at a glance.

The strands of the content, the students' accurate and incorrect responses, raw scores, and achievement levels are all included on this report. From this item analysis report, the following individual documents are formulated: achievement level reports, classroom data reports, and grade level reports. Once all the reports are generated, the Instructional Coordinator at OPMSES meets with every grade level to discuss the data. Once the strengths and weaknesses have been identified, a plan of action is "prescribed" to individualize and differentiate instruction that addresses the students' needs. Like the actual LEAP and ILEAP tests, this information is communicated to the parents. Once the data has been discussed with the teachers, a whole day is set aside to conduct grade-level specific parent meetings. During these meetings, benchmark test results are shared and a school-home connection plan is created. The school-home connection plan allows the teachers, parents, and students to collaborate together on instructional practices that can be implemented at home to reinforce daily classroom instruction as well as address academic strengths and concerns gathered from the testing data. At this same meeting, the Instructional Coordinator provides the parents with detailed instruction by modeling how to access the Louisiana Department of Education website and utilize all the valuable resources the site offers pertaining to instruction and testing. The data is also placed inside the school's newsletter and on the school's website for community awareness.

OPMSES uses The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as the assessment to obtain our students' reading levels and close the gap for struggling readers. DIBELS is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through fifth grade. Every first thru fifth grade student's reading ability is tested using DIBELS three times a year: fall, winter, and spring. Through DIBELS, the students are placed in three tiered levels. Tier 1 addresses those students that are at or above grade level. These students receive enriched small group reading intervention sessions for thirty minutes each day. Tier 2 students are slightly below benchmark and receive strategic intervention strategies during their thirty minutes of daily small group reading intervention. Tier 3 students are the intensive students, which are far below grade level. They are pulled out by the site-based Reading Interventionist and provided an additional 30 minutes of intensive and explicit instruction.

To screen our students for special services under the special education program, AIMSweb (Assessment and Data Management for RTI) and Universal Screening are used as 5-10 minute probes on reading, writing, and math computation. This is the initial approach to response to intervention. Students are screened three times a year: fall, winter, and spring. These probes determine grade level readiness, which is an essential component to identifying if students have a learning disability or exceptionality and need additional services provided under the special education umbrella.

Each child at OPMSES has a student individualized learning plan (SILP) that follows him/her to each grade. The learning plan is created from high stakes testing results and benchmark data. The plan

addresses the students' needs, whether it's a strength or area of improvement. Each SILP is monitored continuously and at the end of each nine weeks, it's discussed in detail with the administrative team.

Louisiana EAGLE is a content specific online resource that targets standards and GLEs (Grade Level Expectations). Louisiana EAGLE also allows teachers to design lessons, quizzes, and assessments to be used as reinforcement/enrichment tools to address the benchmark data concerns. Our school also uses Snapshots, which are short ten question assessments focusing on a specific GLE. Teachers use Snapshots weekly to progress monitor mastery levels of content taught on a weekly basis.

3. Sharing Lessons Learned:

The old adages "It takes a village to raise a child" and "We are our brother's keeper" are mottos that Oak Park has embraced when it comes to our conduct in the community. We realize it is imperative for schools to work together with the community to ensure that all children are successful. By sharing strategies, ideas and successes, we can help bridge the gap between the community and the schools. The principal and the teachers work together to help equip individuals in the district and state with ways to meet the needs of each student and staff member.

Equipping others with the knowledge of the strategies that work in our school is very important in ensuring we support and assist in the needs of all individuals invested in the future of our children. The principal at OPMSES has had numerous opportunities to present to others. Recently, a presentation was given to The United Citizens and Neighborhoods, Inc. on "Empowering the Next Generation through Education**"**. Many influential businessmen and women, as well as school board members were in attendance to hear how we can help prepare children for the future through the support of the community. In addition, the school's leader has presented to local principals, district supervisors and various professional associations on the Turnaround School process. She was able to share how data, teamwork and developing teacher leaders can aid in the success of both the school's staff and the community.

As our brother's keeper, OPMSES has embraced other schools in Caddo Parish and surrounding parishes in north Louisiana and shared ideas and ways to reach the whole child. Teachers here have presented ideas and research-based strategies to other teachers, principals and district leaders in Caddo. For example, many of our teachers present each year at the Northwest Louisiana Math Association held in Shreveport. They present hands-on math strategies, differentiated instruction techniques, cooperative learning projects as well as ways to use data to drive instruction to fellow teachers, district supervisors, and principals. In addition, a group of teachers presented to principals in Minden, Louisiana on how a school can incorporate individualized learning plans on each child. A group of coordinators, assistant principals and district supervisors were invited to sit in on grade-level data meetings to observe how the teachers facilitated discussion on benchmark data and how to use the data to drive instruction.

4. Engaging Families and Communities:

At Oak Park Microsociety Elementary School (OMSES), parent- teacher conferences are formally held twice a year and teachers communicate with parents periodically throughout the year, as needed. A school newsletter is sent home monthly highlighting classroom events and study tips. Other methods of communicating student performance include home visits by the teachers or administrators, phone calls, emails, and open house informational sessions. These seem to be the most effective forms of communication. The impact can be colossal when a teacher calls parents to tell them about their child's accomplishments.

OPMSES has many traditions that make our campus a "community friendly" campus. Families enjoy the Annual Open House Night in September and Grandparents Day where all grandparents are recognized with a ceremony and Thanksgiving dinner. Our very active Parent Teacher Association organizes our Annual Martin Luther King Program, which recognizes the accomplishments of many distinguished business, civic, and community leaders, and has gained city-wide recognition and coverage by the area

media. Our annual Community Breakfast is held in April to recognize all stakeholders and community partners for that current school year.

In recent years, OPMSES has implemented the Power of Parent (POP) program. The POP program allows parents to volunteer at the school, read books aloud in the class, and participate in various literacy and math programs. This program also offers flexible scheduling to allow parents the opportunity to meet with their child's teacher without interfering with work schedules. Each year the program is becoming more successful because we have eliminated concerns such as time restraints, transportation, and child care.

OPMSES realizes there are many barriers that prevent parents from taking an active role in their child's education. Some of the barriers are social skills, cultural diversities, and language or lack of language skills. OPMSES tries to foster teacher/parent partnerships that will increase parental involvement in all aspects of their child's progress and the accomplishments of the school as a whole.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

While the Louisiana Comprehensive Curriculum has been utilized and adopted throughout the state, there are many ideas and programs that have been developed at OPMSES that takes the application and use of these standards a step farther. The integration of a MicroSociety theme, the use of technology and the idea of meeting the needs of the whole child are all a part of the curriculum of the school.

Harcourt StoryTown is the basal used to support reading instruction at OPMSES. *StoryTown* was adopted by the district because of its program organization, skill and strategy focus points, and data-driven and differentiated instruction layout. By using *StoryTown* to guide our reading instruction, no child is left behind at OPMSES because every child's reading instructional needs are addressed. We farther differentiate our reading instruction by integrating technology-based programs like STAR and Accelerated Reader, Big Universe, Skills Tutor, and Compass Learning. The MicroSociety model reinforces reading by using technology to engage students in developing presentations, writing advertisements for ventures, composing scripts for plays, and communicating through letters in the government simulation.

Scott Foresman Addison Wesley is our math basal, which is written in a Louisiana Edition that is aligned and sequenced with grade level expectations (GLEs) covered on high stakes testing. *Everyday Calendar Counts* Program is used daily to build a solid foundation of basic math skills in every grade level. Compass Learning and FASTT Math are technology based programs that allows students to learn at their specific achievement levels and increase the complexity based on students progression through their tailored learning plan at a mastery level. Through our MicroSociety component, our students are involved in higher order thinking math tasks like creating spreadsheets to track salary, profit and losses, and operational budgets for ventures. They have to constantly count money, make change, keep time, and use fractions for making goods during MicroSociety.

Concepts in science are taught using *Macmillan/McGraw-Hill Science A Closer Look* basal. This is an extensive series that provides lots of supplemental resources including an online instructional tool to ensure all students have a conceptual understanding of science content covered in the Louisiana Comprehensive curriculum. The science lab is an extension to the classroom instruction. The laboratory is used to help students perform experiments and explore science ideas and concepts. Several MicroSociety ventures consist of making products that involve mixing items, experimenting, inferring, prediction, and exploring.

Harcourt Social Studies is the basal used for Social Studies instruction. Technology is huge component of our Social Studies instruction. Multimedia presentations, online mapping skills, researching, and United Streaming videos are key resources used during Social Studies instruction. Jobs, real world application of skills, and understanding how the government and productive citizens thrive in a community are ideas and concepts that are embraced on a daily basis at through the MicroSociety model of OPMSES.

Grade levels are departmentalized and center rotations are used to provide students with a hands-on approach to learning as well as individualized approach to learning. Third through sixth grade classes are equipped with classroom sets of laptops or IPADS for instructional use.

Formal instruction is provided in our enrichment programs. Children in choir perform for city leaders, churches and local community programs and textbooks come equipped with songs and music to assist in the learning styles of all students. Students are able to make and create visual representations of concepts taught in Art. *Fit for Life* is a program implemented in Physical Education that helps students incorporate

healthy eating and exercise into their daily lives. The overall curriculum at OPMSES services the complete child mentally, socially, and physically.

2. Reading/English:

The objectives of the reading lessons at Oak Park Microsociety are to obtain and gain cognitive confidence by engaging the learner; while addressing abstract and often misunderstood ideas. The students should not only be able to comprehend the text, but also be able to monitor their understanding as they read, understand the meaning of the words, read for enjoyment and read with a visualization of the text. At OPMSES, our students are afforded 120 minutes of uninterrupted reading instruction. Moreover, *Drop Everything and Read* (DEAR) is a school-wide initiative that is performed at the beginning of each day.

The reading curriculum and approach to reading are selected and adopted by the Caddo Parish School Board and aligned with the Louisiana Comprehensive Curriculum. Oak Park utilizes a phonics-based approach through the use of *Harcourt Storytown.* Students acquire foundational reading through small group instruction, sound-symbol relationships, sound mapping and decodable text. Additionally, using the DIBELS NEXT assessment, above and below grade level students receive interventions based on the three- tier model. Site-based Reading Interventionists and Reading Specialists help strengthen the reading program by providing individualized instruction and interventions to all students. Lastly, students also utilize computer based instruction including, but not limited to, STAR reader, Skills Tutor, Big Universe, and Project-Based learning.

Reading lessons are taught using the **UNWRAP** model. This model was chosen to help improve the reading skills of all students performing below or above grade level.

U-Understand the question.

N-Note the main idea and supporting details to gain comprehension.

W-Write the main idea and supporting details that were noted.

R- Read and respond to the questions.

A-Apply what was learned.

P-Process the entire passage from beginning to end.

Each classroom is equipped with a literacy center that contains content-specific children literature. Reading is encouraged school-wide through our Accelerated Reader (AR) competition, teacher incentives, and community sponsors/partnerships.

3. Mathematics:

The Louisiana Comprehensive Curriculum is the driving force behind the mathematics curriculum at Oak Park Microsociety Elementary. The OPMSES curriculum is designed to teach math concepts more in depth and narrows the focus to just the most significant content standards. The faculty works together to determine the order of GLE presentation. *Scott Foresman-Addison Wesley* is the math basal that supplies LEAP and ILEAP prep books as supplements. Math is comprised of 90 minutes of daily instruction in interactive classrooms equipped with advanced technology that keeps students engaged and motivated to succeed.

The mathematics curriculum requires each teacher to begin the day with *Every Day Counts Calendar Math* program. It involves an interactive bulletin board with a variety of grade appropriate skills and concepts. Different monthly skills and concepts provide a continuous learning experience that allows students to master concepts at a comfortable rate.

Teachers use a variety of mathematics programs, strategies, and methods to introduce vocabulary and new skills, and conduct assessments through observations and questioning. Progress is monitored through frequent use of weekly assessments and daily classwork for remediation and enrichment based on specific objectives.

All teachers of mathematics use the same problem solving model. The students are introduced to the TIPS (Thought, Information, Problem, Solution) problem-solving model in Kindergarten. By third grade, problem solving is a daily focus and the strategies and solutions are gained through more complex operations. Journaling and verbalizing how the solutions are reached is an important part of the problem solving process for the students.

Differentiated instructional strategies include scaffolded lessons/activities, technology enhanced instruction, small group instruction, and cooperative groups. Differentiated materials include manipulatives, games, models, technology, and teacher created materials. OPMSES does not have a Gifted and Talented program; therefore, enrichment students' needs are supplemented through the Microsociety curriculum where students are engaged in lessons, projects, and activities that foster their critical thinking and learning skills.

For students performing below grade, an additional 120 minutes a week of intensive instruction in a small group lab setting has been implemented. In this setting the *Compass Learning* program is utilized. *Compass Learning* offers pre- and post-tests that evaluate student performance and prescribe a pre-determined learning path with online tutorials, educational computer games, and other interactive activities. Make-and-take games and manipulatives are available to students at school and for parents' use at home to encourage parental involvement and support.

4. Additional Curriculum Area:

The Louisiana Comprehensive Curriculum is the instructional content support for our science curriculum, but the science instruction at OPMSES is delivered in a very unique format. Teachers use the *Macmillan/McGraw-Hill Science* basal to introduce the concepts, the basal online resource tool to enrich the concepts, and the special laboratory to make the connections. Academic success cannot be represented by a single core area; instead it must encompass all curriculum areas that stimulate the whole child. To afford our students the opportunity to become creative critical thinkers and problem solvers, and to strengthen their capabilities to work individually and cooperatively, we implemented a hands-on "Science Laboratory" as part of the science curriculum to enhance the daily science instruction in the classroom. This additional science time provides each student with greater exposure and real-life concepts. In the Science lab the words from their books become a reality through each and every experiment. Students' eyes are widened with excitement as they prove or disprove their hypothesis. The understanding of each concept is deepened with this hands-on approach. No matter how much we tell them that all liquids do not mix, it is not until they try to mix oil and water and see with their own eyes the result. This is more meaningful then to explain that the density of oil is less than that of water which causes oil to float on top of the water instead of mixing. Furthermore, when the term H2O is used, it is more than mere elements from a periodic chart or the abbreviation we use for water, it is now a reality because of the opportunity the students had to experiment. Most activities in the Science Lab require the children to work in groups, which helps improve their social and cooperative learning skills. When children are taught to work together cooperatively, their sharing of information becomes even greater as they debate their views, intellectually imparting more information within their groups. The best thing about the Science lab is that it is utilized by all students on our campus, pre-kindergarten through fifth grade. No matter their grade, all students experience the trial and error process through the scientific method in the laboratory. At the end of each day, week, month and school year, the children of OPMSES read, believe and achieve academic success.

5. Instructional Methods:

Here at Oak Park Microsociety Elementary School, you will find a team of professionals and leaders who work together to ensure success with our students. The educators at OPMSES strive for excellence by setting high expectations and differentiating the instruction to meet the needs of each individual child. Data is used as a vehicle to drive instruction and make any adaptations or accommodations necessary to ensure every child has an opportunity to learn. Each student's learning pathway is tailored to address his/her academic needs and concerns. Small group rotations are used to meet the needs of struggling students as well as those students who are succeeding. Lesson presentations are varied in delivery to differentiate the array of learning styles within our student body.

Instruction is further differentiated for our diverse learners through lessons based on learner styles and interests. Interactive instruction gives students the opportunity to role play, brainstorm, and collaborate with their peers. Independent study allows students to create journals, learning logs and conduct research projects. Auditory needs are met through direct instruction, where as experimental instruction provides a learning experience where students use manipulatives and hands-on activities to enhance their knowledge and skills in all subject areas.

Technology is a tool used to build rigor throughout all disciplines. *Skills Tutor* is a technology-based program that targets child-specific deficits as well as cultivates higher achieving students. This program provides a balance between classroom-based instructional methods in all core curriculum areas. Additionally, we utilize desktop computers, smart boards, radios, projectors, touch screen computers, hand held responders, flash masters, laptops, and IPads to provide multiple writing opportunities, alternative methods of communication, and to help motivate student learning.

Through collaboration and co-teaching, the teachers at OPMSES share, discuss, advise, and support each other. Our compassion, heart, understanding, and patience give us the dedication and drive to teach the whole child and not the situation.

6. Professional Development:

Professional development is highly stressed in our school district and on our school campus alike. One way of ensuring that our students are receiving the best education possible is to constantly keep the educator abreast of new and innovative ideas. Campus-based reading and math Content Coaches are readily available to provide instructional assistance to novice and "seasoned" teachers. Beginning in August, our school conducts an additional five days of professional development on top of the scheduled three days that are required by our school district. During this time we sit and strategize on ways that we can improve student's comprehension and provide meaningful instruction without teaching to the test. During the course of the five days, we collaborate with the teachers who teach one grade below as well as the teachers who teach one grade above. This affords us the opportunity to discuss specific grade level expectations that each grade needs to focus on to ensure mastery before students are promoted to the next grade. In fact such collaboration takes place monthly during our grade level meetings to discuss issues and progress. During our faculty meetings, a grade level is selected to share strategies used in their classes. These strategies are related to academics and/or classroom management techniques that can be used at all levels. Twice a month our teachers participate in Professional Learning Communities. During this time, we engage in a book or video study. One book that we studied that was very beneficial was *Teaching with Poverty in Mind* by Eric Jensen. Both, teachers and the administrative team used many of the techniques from the book. Another professional development activity that has proven to be successful on our campus is the departmental meetings. Again this provides another opportunity for sharing and peer teaching. Every year various members of our faculty participate in math, science, reading or Differentiated Instruction Conferences. Our district provides substantial professional development training throughout the year. Consultants come to our campus at least three times a year to provide training that has been mandated at the district and/or state level. Majority of the trainings are geared toward tiered/differentiated instructions. All areas of faculty professional development supports student learning and are aligned with academic standards.

7. School Leadership:

The philosophy of leadership at Oak Park MicroSociety is student-centered. The leadership team includes the principal, instructional coordinator, guidance counselor, and teacher leaders at each grade level. We believe that every student is entitled to an education, which shall be offered in an orderly and healthy atmosphere. It is the goal of the leadership team to ensure that every student receives fair and positive treatment in all matters pertaining to school life. The primary focus is to coordinate high standards and high expectations with the individual differences and learning styles of the students. By implementing a variety of strategies in the daily instructional program, the students will experience greater success in the classroom while reducing behavior problems that disrupt the classroom environment.

The principal is the instructional leader in the school. The school exists for the purpose of teaching and learning. At OPMSES, the principal models the most effective practices to accomplish these goals. Therefore, the administrator works collaboratively with staff, students, parents and the community to foster an environment where supervision includes shared decision-making to increase school effectiveness. Leading by example improves staff and student success.

OPMSES also has individualized plans for the teaching staff. Professional Learning Communities (PLC) have been formed at the school for that purpose. Teachers meet weekly by grade level to discuss "Best Practices" and research-based strategies, determine which interventions have the greatest impact, review instructional programs, policies, and other resources that impact student achievement. Teachers determine what professional development they need in order to better serve their students. The principal meets with the teachers individually to discussed classroom observations and additional professional development. Teacher-led committees are responsible for much of the school governance.

Moreover, to align curriculum, instruction, assessments, and standards the instructional coordinator and guidance counselor meet with teachers in grade level, collegial and faculty meetings. Data is gathered and analyzed from weekly snapshot assessments, benchmark assessments, informal assessments and state assessments to identify students' strengths and weaknesses.

The leadership at OPMSES creates an environment that is not only student-centered but one that is also active, experiential, democratic, and collaborative for teaching and learning. OPMSES reflects the changing needs of the students and the society. This reflection pilots higher academic achievement and top performance for all.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: 3rd Grade ILEAP

Edition/Publication Year: Published Yearly Publisher: Louisiana Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	73	65	33	45	34
Advanced	10	2	0	0	0
Number of students tested	49	45	51	49	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic, Mastery, Advanced	72	62	34	46	36
Advanced	11	2	0	0	0
Number of students tested	47	42	50	46	40
2. African American Students					
Basic, Mastery, Advanced	73	65	33	44	34
Advanced	10	2	0	0	0
Number of students tested	49	43	51	47	41
3. Hispanic or Latino Students					
Basic, Mastery, Advanced					
Advanced					
Number of students tested		1			
4. Special Education Students					
Basic, Mastery, Advanced				42	
Advanced				0	
Number of students tested	4	3	2	12	6
5. English Language Learner Students					
Basic, Mastery, Advanced					
Advanced					
Number of students tested					
6. White					
Basic, Mastery, Advanced					
Advanced					
Number of students tested				2	
NOTES:					

12LA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: 3rd Grade ILEAP

Edition/Publication Year: Published Yearly Publisher: Louisiana Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	71	64	39	53	39
Advanced	2	4	0	6	0
Number of students tested	49	45	51	49	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic, Mastery, Advanced	70	63	38	52	38
Advanced	2	5	0	4	0
Number of students tested	47	42	50	46	40
2. African American Students					
Basic, Mastery, Advanced	71	65	39	52	39
Advanced	2	5	0	6	0
Number of students tested	49	43	51	47	41
3. Hispanic or Latino Students					
Basic, Mastery, Advanced		0			
Advanced		0			
Number of students tested		1			
4. Special Education Students					
Basic, Mastery, Advanced				67	
Advanced				17	
Number of students tested	4	3	2	12	6
5. English Language Learner Students					
Basic, Mastery, Advanced					
Advanced					
Number of students tested					
6. White					
Basic, Mastery, Advanced					
Advanced					
Number of students tested				2	
NOTES:					

12LA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: 4th Grade LEAP

Edition/Publication Year: Publishly Yearly Publisher: Louisiana Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	79	98	62	44	25
Advanced	4	18	0	0	0
Number of students tested	47	51	54	53	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	100	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic, Mastery, Advanced	78	99	63	44	24
Advanced	4	19	0	0	0
Number of students tested	46	48	53	53	58
2. African American Students					
Basic, Mastery, Advanced	78	97	62	44	26
Advanced	4	17	0	0	0
Number of students tested	46	46	54	53	57
3. Hispanic or Latino Students					
Basic, Mastery, Advanced					
Advanced					
Number of students tested		1			1
4. Special Education Students					
Basic, Mastery, Advanced				8	18
Advanced				0	0
Number of students tested		1	2	12	11
5. English Language Learner Students					
Basic, Mastery, Advanced					
Advanced					
Number of students tested					
6. White					
Basic, Mastery, Advanced					
Advanced					
Number of students tested		1			2
NOTES:					

12LA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: 4th Grade LEAP

Edition/Publication Year: Published Yearly Publisher: Louisiana Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	87	96	78	38	30
Advanced	2	6	2	0	0
Number of students tested	47	51	54	53	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	5	0	0	0
Percent of students alternatively assessed	100	100	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic, Mastery, Advanced	86	95	79	38	29
Advanced	2	6	2	0	0
Number of students tested	46	48	53	53	58
2. African American Students					
Basic, Mastery, Advanced	86	96	78	38	32
Advanced	2	6	2	0	0
Number of students tested	46	49	54	53	57
3. Hispanic or Latino Students					
Basic, Mastery, Advanced					
Advanced					
Number of students tested		1			1
4. Special Education Students					
Basic, Mastery, Advanced				0	18
Advanced				0	0
Number of students tested		1	6	12	11
5. English Language Learner Students					
Basic, Mastery, Advanced					
Advanced					
Number of students tested					
6. White					
Basic, Mastery, Advanced					
Advanced					
Number of students tested		1			2
NOTES:					

12LA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: 5th Grade ILEAP

Edition/Publication Year: Published Yearly Publisher: Louisiana Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	84	99	27	27	28
Advanced	11	8	0	0	0
Number of students tested	47	48	47	30	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic, Mastery, Advanced	81	100	27	22	29
Advanced	9	7	0	0	0
Number of students tested	43	46	47	27	42
2. African American Students					
Basic, Mastery, Advanced	83	99	27	25	29
Advanced	11	8	0	0	0
Number of students tested	44	48	47	28	42
3. Hispanic or Latino Students					
Basic, Mastery, Advanced					0
Advanced					0
Number of students tested					1
4. Special Education Students					
Basic, Mastery, Advanced					18
Advanced					0
Number of students tested		6	7	2	11
5. English Language Learner Students					
Basic, Mastery, Advanced					
Advanced					
Number of students tested					
6. White					
Basic, Mastery, Advanced					
Advanced					
Number of students tested				2	
NOTES:					

12LA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: 5th Grade ILEAP

Edition/Publication Year: Published Yearly Publisher: Louisiana Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	70	82	40	27	10
Advanced	2	0	0	0	0
Number of students tested	47	48	47	30	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic, Mastery, Advanced	72	80	40	22	10
Advanced	0	0	0	0	0
Number of students tested	43	46	47	27	42
2. African American Students					
Basic, Mastery, Advanced	69	82	40	25	10
Advanced	0	0	0	0	0
Number of students tested	44	48	47	28	42
3. Hispanic or Latino Students					
Basic, Mastery, Advanced					0
Advanced					0
Number of students tested					1
4. Special Education Students					
Basic, Mastery, Advanced					9
Advanced					0
Number of students tested		6	7	2	11
5. English Language Learner Students					
Basic, Mastery, Advanced					
Advanced					
Number of students tested					
6. White					
Basic, Mastery, Advanced					
Advanced					
Number of students tested				2	
NOTES:					

12LA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Basic, Mastery, Advanced	78	88	41	40	28
Advanced	8	9	0	0	0
Number of students tested	143	144	152	132	144
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	33	0	33	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic, Mastery, Advanced	76	87	42	40	28
Advanced	8	9	0	0	0
Number of students tested	136	136	150	126	140
2. African American Students					
Basic, Mastery, Advanced	77	87	41	39	29
Advanced	8	9	0	0	0
Number of students tested	139	137	152	128	140
3. Hispanic or Latino Students					
Basic, Mastery, Advanced	0	50	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	2	0	0	2
4. Special Education Students					
Basic, Mastery, Advanced		60	33	23	17
Advanced		0	0	0	0
Number of students tested	4	10	11	26	28
5. English Language Learner Students					
Basic, Mastery, Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Basic, Mastery, Advanced					
Advanced					
Number of students tested	0	1	0	4	2
NOTES:					

12LA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Basic, Mastery, Advanced	75	81	53	41	26
Advanced	2	3	0	2	0
Number of students tested	143	144	152	132	144
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	5	1	0	0
Percent of students alternatively assessed	33	33	33	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic, Mastery, Advanced	76	80	53	39	25
Advanced	1	3	0	1	0
Number of students tested	136	136	150	126	140
2. African American Students					
Basic, Mastery, Advanced	75	81	53	40	27
Advanced	1	3	0	2	0
Number of students tested	139	140	152	128	140
3. Hispanic or Latino Students					
Basic, Mastery, Advanced					
Advanced					
Number of students tested	0	2	0	0	2
4. Special Education Students					
Basic, Mastery, Advanced		30	53	30	14
Advanced		0	0	7	0
Number of students tested	4	10	15	26	28
5. English Language Learner Students					
Basic, Mastery, Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Basic, Mastery, Advanced					
Advanced					
Number of students tested	0	1	0	4	2
NOTES:					

12LA5